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Ph. D Synopsis

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RIGHT TO EDUCATION AND REALITY: A STUDY OF MARATHWADA REGION

Ph. D Synopsis Submitted to

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1. Introduction:

Education is the fundamental right for the development of an individual. It makes man civilized. The system of education introduced by the British in our country was inadequate to cater to the nations needs. After independence, India has been trying to restructure its education system. The government of India launched Right to Education Act in 2009. This law states that free and compulsory education provide to all children of 6-14 years of age. The right to education is recognized as a human right by United Nations. Many countries have adopted this as a law. In India, the implementation of RTE act faces huge problems in terms of manpower and finances. The aim of RTE is not only to increase access, but also to make sure that the efforts leads to an all round development of learners, which will be the knowledge base for flourishing of potential and talent in higher stages of education. Our Government must launch a massive awareness campaign, so that parents can take advantage of this law.[1]

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21a of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the Act came into force on 1 April 2010.

The Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools to reserve 25% of seats to children (to be reimbursed by the state as part of the public-private partnership plan). Kids are admitted in to private schools based on economic status or caste based reservations. It also prohibits all unrecognised schools from practice, and makes provisions for no donation or capitation fees and no interview of the child or parent for admission. The Act also provides that no child shall be held back, expelled, or required to pass a board examination until the completion of elementary education. There is also a provision for special training of school drop-outs to bring them up to par with students of the same age[2]

The RTE Act requires surveys that will monitor all neighbourhoods, identify children requiring education, and set up facilities for providing it. The World Bank education specialist for India, Sam Carlson, has observed: "The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance and completion on the Government. It is the parents' responsibility to send the children to schools in the US and other countries." The Right to Education of persons with disabilities until 18 years of age is laid down under a separate legislation - the Persons with Disabilities Act. A number of other provisions regarding improvement of school infrastructure, teacher-student ratio and faculty are made in the Act.

Education in the Indian constitution is a concurrent issue and both centre and states can legislate on the issue. The Act lays down specific responsibilities for the centre, state and local bodies for its implementation. The states have been clamouring that they lack financial capacity to deliver education of appropriate standard in all the schools needed for universal education. Thus it was clear that the central government (which collects most of the revenue) will be required to subsidise the states.

A committee set up to study the funds requirement and funding initially estimated that INR 1710 billion or 1.71 trillion (US$38.2 billion) across five years was required to implement the Act, and in April 2010 the central government agreed to sharing the funding for implementing the law in the ratio of 65 to 35 between the centre and the states, and a ratio of 90 to 10 for the north-eastern states. However, in mid 2010, this figure was upgraded to INR 2310 billion, and the center agreed to raise its share to 68%. There is some confusion on this, with other media reports stating that the centre's share of the implementation expenses would now be 70%. At that rate, most states may not need to increase their education budgets substantially.

A critical development in 2011 has been the decision taken in principle to extend the right to education till Class X (age 16) and into the preschool age range. The CABE committee is in the process of looking into the implications of making these changes.

The Ministry of HRD set up a high-level, 14-member National Advisory Council (NAC) for implementation of the Act. The members included Kiran Karnik, former president of NASSCOM; Krishna Kumar, former director of the NCERT; Mrinal Miri, former vice-chancellor of North-East Hill University; Yogendra Yadav – social scientist. India Sajit Krishnan Kutty, Secretary of The Educators Assisting Children's Hopes (TEACH) India; Annie Namala, an activist and head of Centre for Social Equity and Inclusion; and Aboobacker Ahmad, vice-president of Muslim Education Society, Kerala[3]

A report on the status of implementation of the Act was released by the Ministry of Human Resource Development on the one year anniversary of the Act. The report admits that 8.1 million children in the age group six-14 remain out of school and there's a shortage of 508,000 teachers country-wide. A shadow report by the RTE Forum representing the leading education networks in the country, however, challenging the findings pointing out that several key legal commitments are falling behind the schedule. The Supreme Court of India has also intervened to demand implementation of the Act in the Northeast. It has also provided the legal basis for ensuring pay parity between teachers in government and government aided schools. Haryana Government has assigned the duties and responsibilities to Block Elementary Education Officers–cum–Block Resource Coordinators (BEEOs-cum-BRCs) for effective implementation and continuous monitoring of implementation of Right to Education Act in the State.[4]

It has been pointed out that the RTE act is not new. Universal adult franchise in the act was opposed since most of the population was illiterate. Article 45 in the Constitution of India was set up as an act: The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years. As that deadline was about to be passed many decades ago, the education minister at the time, MC Chagla, memorably said: "Our Constitution fathers did not intend that we just set up hovels, put students there, give untrained teachers, give them bad textbooks, no playgrounds, and say, we have complied with Article 45 and primary education is expanding... They meant that real education should be given to our children between the ages of 6 and 14" - (MC Chagla,1964). In the 1990s, the World Bank funded a number of measures to set up schools within easy reach of rural communities. This effort was consolidated in the Sarva Shiksha Abhiyan model in the 1990s. RTE takes the process further, and makes the enrolment of children in schools a state prerogative.[5]

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.((RTE) Act, 2009)

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words ‘free and compulsory’. ‘Free education’ means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. ‘Compulsory education’ casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.[6]

2. What are human rights:

Human rights are inherent to all human beings, regardless of nationality, sex, national or ethnic origin, colour, religion, language, or any other status. They cannot be given or taken away. Human rights are the foundation for freedom, justice and peace in the world.

They are formally and universally recognised by all countries in the Universal Declaration on Human Rights (1948, UDHR). Since the adoption of the UDHR, many treaties have been adopted by states to reaffirm and guarantee these rights legally.

International human rights law sets out the obligations of states to respect, protect, and fulfil human rights for all. These obligations impose specific duties upon states, regardless of their political, economic, and cultural systems. All human rights are universal, indivisible, interdependent, and interrelated.[7] Equality and non-discrimination are foundational and cross-cutting principles in international human rights law. This means that all human rights apply to everyone.

3. Right to Education guarantee:

International human rights law guarantees the right to education. The Universal Declaration on Human Rights, adopted in 1948, proclaims in Article 26: 'everyone has the right to education'. Since then, the right to education has been widely recognised and developed by a number of international normative instruments elaborated by the United Nations, including the International Covenant on Economic, Social and Cultural

Rights (1966, CESCR), the Convention on the Rights of the Child (1989, CRC), and the UNESCO Convention against Discrimination in Education (1960, CADE).

The right to education has also been reaffirmed in other treaties covering specific groups (women and girls, persons with disabilities, migrants, refugees, Indigenous Peoples, etc.) and contexts (education during armed conflicts). It has also been incorporated into various regional treaties and enshrined as a right in the vast majority of national constitutions.[8]

4. The Provisions under Right To Education Act:

- Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
- It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,

- It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.[9]

5. Mainly following contents are including in the right to education are as follow:

The right to education encompasses both entitlements and freedoms, including the:

- Right to free and compulsory primary education
- Right to available and accessible secondary education (including technical and vocational education and training), made progressively free
- Right to equal access to higher education on the basis of capacity made progressively free
- Right to fundamental education for those who have not received or completed primary education
- Fight to quality education both in public and private schools
- Freedom of parents to choose schools for their children which are in conformity with their religious and moral convictions
- Freedom of individuals and bodies to establish and direct education institutions in conformity with minimum standards established by the state
- Academic freedom of teachers and students.

6) **LITERATURE REVIEW**

Basic education besides being a basic human need is vital for raising the standard of life, providing gainful employment, removal of regional backwardness, thereby ensuring overall development and wellbeing of a country. It is therefore the need of the hour to review the literature carried out by different academicians, educational thinkers, researchers, policymakers and educational reformers in the field of education in India and particular in Maharashtra state. I have examined the relevant published literature related to my study of research with a view to find out further scope of my objective of the research. The crux of the various studies, views and comments on the foreside topics is as follows.

1) V. K. Anand (2015) has explained that the human right in their legal perspective based on international perspective based on international conventions& declaration. And also given how these human rights are being implemented under the law India, constitutional, criminal, civil law of country as well as problems of children, women, and minorities explained properly. Here right to education is free & compulsory primary education. Development of respect for human rights & fundamental freedom.

2) Subhankar Ghosh, M.S. Siddiqui (2015) presented that after independence there has been tremendous quantitative growth of education in all levels. Now there is need to attention on qualitative education for sustaining our future generation. Through the education individual can develop himself as well as the nation. Now the rapid growth of science & technology the significance of education is increasing by day to day.

3) K. V .Chamundeshwaramma & Syed Ussain Sahed (2015) - in their article they explain that life is not mere animal existence it is something more than that. Through education the individual set knowledge and development himself. The knowledge is acquired two levels: 1) Infrastructural Level 2) Super Structural Level. Here infrastructural i.e. primary education it conferees individuals reading, writing level. Super structural level implies acquiring higher knowledge which helps to one gain skill expertise academic distinctionsi.e. higher education. They have traced judicial perspective toward right to education and impact upon state implementation of such right.

4) Dr. Pranita Chaudhary (2014) stated that right to education as a fundamental right udder r article 21A of the constitution. This right to free & compulsory education Act 2009, is a historic step towards the progress. This right to education was enacted with the goal of providing universal elementary education & to provide free & compulsory education to all but due to shortcoming & corrupt.

5) Mamta Viswanath (2014), has explained that Indian education policies and underscores the urgent need for a human right approach right to education Act 2009 came into effect on 1st April 2010 that right to education is free and compulsory upto age 6-14 years. In this Article she has analyse the present status of right to education in India to understand the drawbacks at policy level and identify the factors responsible. She has focused on the right to education can be fully realized only if it is implemented properly. So there is need to introduce awareness among the people throughout the government, Media as well as NGO's.

6) M. Arvind Kumar (2014)- has explained that India only become the 64th country to make primary education as a fundamental rights of its citizen. Every citizen is entitled the right to free and compulsory primary education and it should be the duty of the state to provide it. The passing of the Right of Children to Free and Compulsory Education (RTE) Act 2009 marked a historic moment for the children of India. During December 2002, the NDA Government introduced the 86thamendment which was the beginning.

7) Dr.Sanjay Sindhu(2014), has focused on education is a important tool for development of human beings. Education is dynamic it is the instrument of social change. In International level Universal Declaration of Human Rights (1948) Article 26 (i) stated that everyone has right to education shall be free at least elementary and fundamental stages. In this research paper outline focused on constitutional and legislative perspective of right to free and compulsory education under Article 21 A, has explore attitude of Indian system towards compulsory education.

8) Ashutosh Bairagi, Ashish Shrivastava (2013) have laid down that evaluation of all existing policies, schemes & judicial decisions relating to right to education. There is a question on nature & scope of RTE. There is no proper implementation of right to education. This paper attempts to analyze the different threads of a rights-based model of school education, it Certainly does not provide an exhaustive rights frame work.

9) Uma (2013) deals with importance of education. Education provides skills of individuals to become self reliant & aware of right opportunities. It is eradicating poverty & playing greater roles in economic life & earning a better living. So the importance of right to education is increasing by day to day. In India there is importance of primary education has neglected. Here she is trying to bring out the meaning of much awaited right to education 2009, Act, & to bring out the critical appraisal if the Act.

10) Dr.Prashant Thote, L. Mathew & D.P.S Rathoure (2013), has stated that the present legal system is attempt to find out awareness of right to education Act 2009 throughout the India. He has focused on primary school teachers of Monera district have important on right to education. According to his survey right to education Act awareness must still be more promoted. In our constitutional provisions Article 21A states that "the state shall provide free & compulsory education to all children of the age of 6-14 years as the state may, by law determine."

11) P. Nithiya (2012), has focused on the Vivekanand's view on philosophy of education. According to swami Vivekananda, education does not mean mass information. Indian

nationalism was basic foundations for educations for education. The aim of education to life building, man making & character making. According to him, education means a process which characters formed strength of mind is increased and intellect is sharpened the real education is that which makes the man fit for stand struggle.

12) Dr. Surjit Singh Paur (2012) has analyzes that education is powerful tool that give shape to individual as well as nation. The 86th constitutional amendment 2002, by parliament. Right to education inserted in fundamental right under article 21A. Right to education is free & compulsory education to all children up to age of 6-14 years. In our Act are framed properly but not implemented with true spirit. Numerous issues & challenges which need to explore & discuss for the successful implementation of right to education Act.

13) Dr. Mukesh Garg Nareshlata Singla(2012)- in their article she have observed that Right to education is fundamental right as well as basic human right. This right is not only for development of human but also of its country. This is obligation of government to provide education to citizens. Right to Education Act 2009 was passed on the 4th August 2009 & The Act came in to force on 1st April 2010. Provides that "the state shall provide free & compulsory education to all children of the age of 6-14 years as the state may, by law determine." The main objectives in providing education to all.

14) Sharma, Suresh. (2009). The study finds that the largest marginal effects are association with household living standards, access to electricity and expenditure on elementary schooling. The National Family Health Survey (NFHS) was used to provide an opportunity to cross-check the results of one study against the other. Another most commonly reported reason for dropout is that it, costs too much" for both boys and girls, followed by „required for outside work for payment in cash or kind" for boys and required for household work" for girls, repeated failure for both the genders, required for work on family farm/ family business" for boys, and finally „required for household work" for 10% boys and 15% girls.

15) Pratham, New Delhi. (2009) "Annual status of education report (rural)''evaluates the education situation in India. It focused on basic reading, comprehension and arithmetic. ASER 2008 assessed curriculum in early grades and indicators like time, school time table, maps, famous people, and currency tasks.

16) Mehta, Arun (2008) In 2008 they presented analytical report regarding District Information System for Education. The National University of Educational Planning and Administration has created a comprehensive database on elementary education in India known as

District Information System for Education (DISE). The project covers both primary and upper primary schools/ sections of all the districts of the country six states in the north-eastern region which was true for primary and composite primary and upper primary levels of education. Seven states have been grouped under smaller states. These smaller states were doing much better than a number of bigger states.

17) Khandelwal, (2007) In this article the Evaluation of the theoretical and practical aspects of teachers training in India was done. The curriculum of elementary teacher education covers 3 components namely – Theory of education; practice of teaching; and practicum (project work, sessions work, Primary Education co-curricular activities, etc).Teachers education programme facilitates the trainees preparation for performing the role of an instructor, a facilitator of learning, and an evaluator. Effective teaching involves the skills of introducing a new lesson, stimulating pupil interest and sustaining their motivation, helping pupils to learn new concepts framing thought provoking questions, organizing classroom interaction, etc.

18) Indian Institute of Education, Pune. (2006), The institute investigated the problem of school dropout which has been continually troubling the primary education system not only in India but in other developing countries were also highlighted. In this article various factors affecting fewer attendances were explained. It was also suggested that local teachers should be made available for teaching in schools so as to reduce the problem of teacher absenteeism and improve punctuality; incentives should be provided to encourage women teachers; and the cultural gap between parents and teachers should be bridged through more elaborate form of participation in the school management and control system.

19) Mistry, Sonia, Pandey, Ravi Kant and Rizzo, Valentina. (2006). In study report it was discussed that, Quality education package to strengthen schools, communities must be designed. The objectives of the study were to identify and record those aspects of the QP, that have proved successful; to identify best practices in the implementation process; to observe systematic successes and challenges of the QP significant for implementation outside Lalitpur; and to spot potential hurdles to the long term sustainability of the QP. Based on the research, findings were broken down into two major categories: the school and the community. The programme inputs, in conjunction with government programs such as the mid day meal, impacted significantly on the quality of education in the surveyed schools more self-reliant and independent in their understanding and approach towards learning in general. Findings also seem to establish the superiority of the indirect method of teaching over the close supervision one.

20) Chand, Vijiya Sherry and Amin - Choudhury, Geeta. (2006), The narrators narrated innovations under the Sarva Shiksha Abhiyan. The Sarva Shiksha Abhiyan (SSA) is the flagship elementary education programme of the Government of India and has been in operation since 2002. The innovative Interventions were identified in 13 states of the Nation. These innovations played an important role in reducing the number of out-of-school children. It was also observed that in 2006, about 3 million children with disability have been identified and 1.83 million were enrolled. The linking of civil works to an educational purpose like teaching rainwater harvesting was a l s o another innovation to be encouraged.

21) Acharya, Prasanta Kumar and Behera, Manoranjan. (2004), In this article it was pointed out that that by the end of November 2003, the progress on civil works had been very slow especially due to late release of funds, inadequate monitoring and lack of district level convergence of Sarw Siksha Abhiyan (SSA) with other allied development schemes. But remarkable progress was made by Orissa Primary Education Programme Authority (OPEPA) in organizing teachers training programmes both at state and district level. Nearly 70% EGS (Education Guarantee Scheme) centers had been made operational by OPEPA which was a remarkable achievement. But progress in the opening of Alternate and Innovative Education Centres (AIE) was very unsatisfactory.

22) Treutner, Anne. (2004) understood the educational needs of rural youth by assessing their life skills and knowledge sources, their life standard and their perspectives in Palesar, Kotra block, in Udaipur district, Rajasthan. The studies suggested that educational training should be given to both men and women for strengthening their economic position and help them in having better self-esteem.

23) Kothari, (2004) In this study the various challenges were discussed of regarding the Universalisation of elementary education in India. The study was conducted by National Institute of Educational Planning and Administration (NIEPA) to explain the elementary education scenario in India through the use of a variety of data sources such as Census, the NSS, NCERT and NFHS surveys. The Author in the conclusion part emphasized that we are far from attaining the goal of universal enrolment of children 6 to 14 years of age. It is even possible that under-nourishment, severe morbidity and physical disability are delaying their entry into school. For girls and for first generation learners school has to become more attractive. Unless we take adequate steps, we as a country are likely to remain stuck at 80%-85% enrolment rates, while most of the developing countries would be heading towards 100% enrolment.

24) Aggarwal, and Chugh, Sunita. (2003) in the work "Learning achievement of slum children in Delhi. New Delhi" highlighted that basic education is a fundamental right and recently 86th Constitutional Amendment was enacted so that all children can receive good quality basic education. The main objective of the study was to identify the social, economic and organizational factors that are associated with education and achievement level of the learner in slums. The performance of the slum children was much below the expected levels in both the subjects and in both the grades.

25) Hirisave, Uma and Shanti, (2002) in this survey they Investigated the behavioral problems in children with scholastic skill difficulties. Analysis of the behavior problems revealed that the children with difficulties in scholastic skills were found to be more impulsive, threw more temper tantrums, were more nervous, restless, stubborn, disobedient, and had great difficulty in concentrating on academic and nonacademic tasks. In the "Reaching the unreached: innovative strategies for providing out of school children with access to basic education." It was mentioned that the elementary education system in India has become one of the largest in the world but the dropout rate of girls is much higher than that of boys. The present study examined the causes of non-enrollment and dropout rates; attitude of parents, children and community towards education; and role of Government and NGOs towards education system.

26) Mhrd Deeal, (2001), In this study the following points were discussed. Adolescents need specific attention, education and information. It was observed that in Delhi, girls reached a high level of competence in life skills, became confident, assertive and in command of their lives. They understood societal constraints, patriarchy and sexuality through analysis of their own situation. They also acquired skills in computers, stitching, and beauty therapies, read newspaper regularly, and were able to interact freely with boys in classes and workshops. The study was focused on educational efforts outside the formal years of schooling. There is a need to acknowledge, support and nurture alternative visions of education, which could impact on the marginalized segments of society.

27) Women's Empowerment and Human Resource Development Centre of India, Thiruvananthapuram. (2001) evaluated Functional efficiency of DPEP schools in Kerala. The study was conducted to assess the functional efficiency of DPEP schools in Kerala, the existing physical environment of the schools, and to assess the parental awareness and involvement in functioning of schools. Functional efficiency involves physical environment, students‟ activities, teachers‟ activities, availability of handbooks, learning activities, learners‟ involvement in the learning process, role of head teacher, views of parents on DPEP, and opinion of the community.

DPEP aims to reduce the learning burden of primary school children by developing comprehensive ability along with personality development of the learner. Study also included suggestions for educational reform, changes in examination system and evaluation method, encouragement in creative thinking and activities, de-linking of lower primary (LP) section from high school (HS)/ higher secondary school (HSS), and a check on the appointment of teachers to perform other duties like census operations, election work, etc. Academic and administrative freedom to BRC, organized visits of media officers to BRC, collection of material from local sources, and encouraging democratic behavior between school officials and higher authorities was recommended.

28) Ramachandran, Vimala. (2001). The study evaluated two innovative education programmes in Rajasthan-Shiksha Karmi Project and Lok Jumbish. Community participation in primary education: innovations in Rajasthan.. The study also depicted the plight of scheduled caste children who attend school. The Shikha Karmi Project (SKP), based on the Social Work and Research Centre (SWRC) Tilonia concept, provides a dynamic, functional model of education, involving training of local school dropouts as primary teachers, to provide education to the most vulnerable sections of society, including girls. The study recommended community participation in the specific context of people who have little or no access to basic education. An atmosphere has to be created for creating a supportive environment for girls' participation.

29) Jayachandran, Usha. (2001), The reviewers opinioned that most child labour of Thane and Nashik disricts work in the brick kiln industry. During the slump period, these children would stay at home and were unable to pick up their education. Keeping this in view, mobile schools, run by Vidhayak Sansad (constructive parliament) in association with Shramjeevi Sangathana, were set up at the site of brick kilns near bhongas (temporary huts built by migrant labourers). Examinations are conducted at the end of the session by the Zilla Parishad and certificates are given to these children who were unable to continue their education in regular schools due to the migratory nature of their parents' lifestyle. The teachers mainly reside in the bhonga schools, and besides education they also look after the hygiene of these children.The authors also pointed out some problems faced by these schools.

30) Aggrawal, Yash. (2001). The critic examined variouss dimensions of access and retention in District Primary Education Programme (DPEP) districts, and specifically focused on the structure and trends in enrolment for DPEP districts, and examined trends in district level performance indicators including retention. Data was collected from the DPEP states using

District Information System for Education (DISE) formats .The study found that significant gains in access and retention have been made, both under the formal as well as alternative systems of primary education. Despite considerable progress in enrollment and retention, it is becoming evident that additional efforts would be required before the overall objectives of DPEP can be fully realized.

7) Statement of the problem:-

Unfortunately, the quality of early childhood education a child receives is often determined by his or her economic status. Studies have shown that by age 5, half of children living in poverty are not academically or socially ready for school. By fourth grade, the divide increases with 80 percent of low-income children reading below grade level. These children often fall behind during critical early years, which not only negatively affect their performance in the classroom, but can also impact their social skills, health, and economic status later in life. And this problem extends to our broader society and economy, too.

8) Objectives of the study:-

Following objectives are of the research study:

1) To know the rights to education act.
2) To know the main objectives of rights to education in Marathwada region.
3) To know the socio-economic status of the child of the age of six to fourteen in the school admitted under Right to Education Act. in Marathwada region.
4) To know the problems faced by students at the time of admission in the Marathwada region.
5) To study the Efficiency and transparency in right to education in Marathwada region.

9) Research Questions of the study:

Following questions are considered for the present study**.**

1. Is Right to Education provide to every child of the age of six to fourteen years the right to free and compulsory education in a neighbourhood school till the completion of elementary education?
2. Is Right to education is legally guaranteed for all students without any discrimination?

3. Is Right to education helped to every child for develop their physical, mental and social status?

4. Are RTE students suffer from the physical punishment and mental harassment?

10) Study Area: -

The study area of the research study is right to education and reality in Marathwada region. Marathwada region is comprised of Eight Districts, which 1,87,32,785 populations as per 2011 census. The researcher has also covered the rights to education which plays an important role in human development in Maharashtra as well as Marathwada region.

11) Limitation of Study:-

This research study will restricted to the Marathwada region only. The researcher will carried out research for the period of five years i.e. 2013 to 2018 by considering the time and financial constraints.

12) Significance of the study:

Central and stat Government provides compulsory and free education to child up to 14 years, in the society to improve their living of standard. A Maharashtra Government provides free and compulsory education scheme for poor section in the society to reduce problems of illiteracy and poverty. Researcher wants to know the status of beneficiaries of educational rights. This study will help to know the socio-economic status of the beneficiaries in the manures of educational rights and also check reality of right to education act in the Marathwada region due to this researcher has select this topic for the study.

13) Research Methodology:-

The present research will descriptive as well as analytical based on primary and secondary data for accomplish objectives and hypothesis of the study. They constitute the main sources of information suitable for the purpose of research work.

13.1 Primary data: - Primary data will be collected with purposive random sampling method form the selected beneficiaries of right to education through the Schedule.

13.2 Secondary data: - Secondary data will be collected from various books, various journals, articles, newspaper regarding education, educational survey of the year, annual

reports of the educations, and various internet websites regarding education etc. Primary & secondary data will be used to prove objectives & hypothesis of the study.

14. Size of sample:-

There are Eight districts in Marathwada region vies Aurangabad, Jalna, Beed , Osmanabad, Latur, Nanded and Hingoli from each district through the purposive random sampling method, 40 respondent will be selected those who are beneficiaries under Right to Education Act. Data will be collected from 320 respondents of Marathwada region by using purposive sampling method.

15. Data Interpretation: The data will be process by using SPSS software.

16. Chapter Scheme:

Present study will be divided in to five chapters there are as follow:

Chapter 1st: Research Methodology and Review of Literature

Chapter 2nd: Human Rights in India and Right to Education Act

Chapter 3rd: Educational profile of Marathwada Region

Chapter 4th: Interpretation of Data analyses

Chapter 5th: Conclusion, Findings, Theoretical debuts & Recommendations

17. Bibliography:

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